

MANNING JUNIOR HIGH

1101 W.L. Hamilton Road
Manning, SC 29102

GRADES 7-8 Middle School

ENROLLMENT 562 Students

PRINCIPAL J. Preston Threatt 803-435-8195

SUPERINTENDENT John E. Tindal 803-435-4435

BOARD CHAIR Mrs. Ethel Sweat 803-435-4435

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	20	4

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

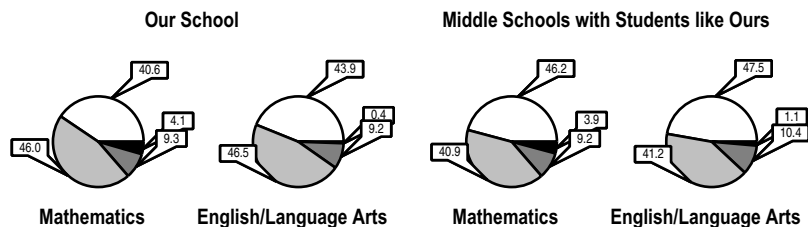
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

	Definition of Critical Terms
	Advanced Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient Well prepared to work at next grade level; met expectations
	Basic Met standards; minimally prepared, can go to next grade level
	Below Basic Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	31	242	35
Percent satisfied with learning environment	71.0%	65.7%	77.1%
Percent satisfied with social and physical environment	96.8%	69.5%	57.1%
Percent satisfied with home-school relations	13.3%	79.9%	62.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	552	98.6	43.9	46.5	9.2	0.4	9.6	17.6
Gender								
Male	282	98.6	52.7	41.8	5.5	N/A	5.5	17.6
Female	270	98.5	35.2	51.2	12.9	0.8	13.7	17.6
Racial/Ethnic Group								
White	155	99.4	35.2	47.9	16.2	0.7	16.9	17.6
African-American	388	98.2	47.9	46.0	5.8	0.3	6.1	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	469	99.1	40.7	48.2	10.6	0.5	11.1	17.6
Disabled	83	95.2	64.3	35.7	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	552	98.6	43.9	46.5	9.2	0.4	9.6	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	552	98.6	43.9	46.5	9.2	0.4	9.6	17.6
Socio-Economic Status								
Subsidized meals	412	98.5	50.1	44.1	5.8	N/A	5.8	17.6
Full-pay meals	140	98.6	26.3	53.4	18.8	1.5	20.3	17.6
Mathematics								
All students	552	100.0	40.6	46.0	9.3	4.1	13.3	15.5
Gender								
Male	282	100.0	41.7	45.6	9.3	3.5	12.7	15.5
Female	270	100.0	39.5	46.5	9.3	4.7	14.0	15.5
Racial/Ethnic Group								
White	155	100.0	25.2	47.6	18.2	9.1	27.3	15.5
African-American	388	100.0	47.4	45.5	5.5	1.6	7.1	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	469	100.0	34.8	49.9	10.8	4.5	15.3	15.5
Disabled	83	100.0	75.7	23.0	N/A	1.4	1.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	552	100.0	40.6	46.0	9.3	4.1	13.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	552	100.0	40.6	46.0	9.3	4.1	13.3	15.5
Socio-Economic Status								
Subsidized meals	412	100.0	46.2	43.9	7.6	2.3	9.9	15.5
Full-pay meals	140	100.0	24.6	52.2	14.2	9.0	23.1	15.5

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	281	N/A	39.4	47.3	12.2	1.1	13.3
	Grade 8	280	N/A	36.2	45.9	16.1	1.8	17.9
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	270	98.1	39.0	50.6	10.0	0.4	10.4
	Grade 8	282	98.9	48.7	42.6	8.4	0.4	8.7

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	281	N/A	49.8	31.9	10.4	7.9	18.3
	Grade 8	280	N/A	40.9	50.9	5.4	2.9	8.2
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	270	100.0	41.1	40.3	11.9	6.7	18.6
	Grade 8	282	100.0	40.2	51.5	6.8	1.5	8.3

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 562)				
Students enrolled in high school credit courses (grades 7 & 8)	6.0%	Down from 6.5%	7.5%	14.4%
Retention rate	3.0%	Down from 3.7%	3.8%	2.3%
Attendance rate	94.1%	Down from 94.8%	94.4%	95.2%
Eligible for gifted and talented	9.8%	Up from 6.5%	7.3%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	15.5%	Up from 13.6%	16.7%	14.1%
Older than usual for grade	6.2%	Up from 4.3%	6.8%	4.9%
Suspended or expelled	0.0%	Down from 0.9%	2.9%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	45.7%	Down from 48.5%	42.6%	47.1%
Continuing contract teachers	77.1%	Down from 84.8%	78.4%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	79.5%	Up from 77.3%	80.8%	84.3%
Teacher attendance rate	95.2%	Down from 95.6%	94.9%	95.0%
Average teacher salary	\$40,444	Up 4.1%	\$39,288	\$39,924
Prof. development days/teacher	10.5 days	Up from 7.6 days	11.5 days	10.7 days

School				
Principal's years at school	1.0	No change	2.0	3.0
Student-teacher ratio	21.9 to 1	Up from 11.2 to 1	19.8 to 1	21.0 to 1
Prime instructional time	93.0%	Up from 89.8%	87.8%	88.9%
Dollars spent per pupil*	\$4,908	Down 1.9%	\$6,266	\$5,854
Percent spent on teacher salaries*	62.0%	Down from 64.0%	60.1%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 60.1%	94.8%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Great things are taking place at Manning Junior High School. During the spring of 2002, Manning Junior High School completed the requirements for accreditation by the Southern Association of Colleges and Schools. In the fall of 2002, we received our confirmation letter stating Manning Junior High School maintained full accreditation with no deficiencies.

In November of 2002, Manning Junior High School received our score on the school report card. For the second consecutive year, we received a below average rating. Prior to the release of the the 2002 School Report card, the staff, parents, and district administration had already begun studying changes to improve student performance. As a result, Manning Junior High School has re-structured our schedule and scheduling practices for the 2003-2004 school year.

In addition, professional development efforts were intensified after the school completed the Curriculum Calibration process in the fall of 2002. Other professional development activities included Standards In Practice training, Friday Common Planning, Vertical team meetings, Keys to High Achievement workshop, Language Arts & Math updates.

We have refined our extra-curricular activities and opportunities for students and parents by offering more workshops and seminars throughout the year. The expectations for participation in all school athletics and social events have been raised and tied into academic and behavioral performance in school.

Our teachers, parents, and students are excited about the changes we have made to improve student performance. We solicit the commitment and support of students, parents, educators, and the community in making Manning Junior High School one of South Carolina's best.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.